

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

The
International School
of Choueifat

Celebrating
10 years of
inspections

THE INTERNATIONAL
SCHOOL OF CHOUEIFAT

SABIS (UK/US) CURRICULUM

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School information

General information

Location	Al Sufouh
Type of school	Private
Opening year of school	1993
Website	www.iscdxb-sabis.net
Telephone	0097143999444
Address	P.O.Box 21935-Dubai Road 331 , AlSufouh2
Principal	Mr Hisham Hassan (School Director)
Principal - Date appointed	10/12/2012
Language of instruction	English
Inspection dates	30 October to 2 November 2017

Teachers / Support staff

Number of teachers	157
Largest nationality group of teachers	Irish
Number of teaching assistants	36
Teacher-student ratio	1:25
Number of guidance counsellors	2
Teacher turnover	20%

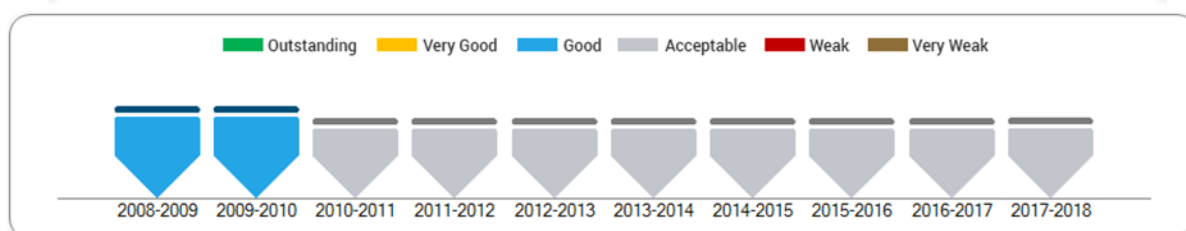
Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	3946
Number of children in pre-kindergarten	0
Number of Emirati students	301
Number of students with SEND	None identified
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	SABIS
Main curriculum	SABIS(UK/US)
External tests and examinations	AP and SAT (USA), IGCSE, and A-level (UK)
Accreditation	MSACS, NCPSA, AI
National Agenda benchmark tests	MAP

School Journey for The International School of Choueifat



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

The International School of Choueifat was inspected by DSIB from 30 October to 02 November 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Serious weaknesses in governance and self-evaluation persist. Governors have an over-inflated view of standards in the school. They are not addressing inspection recommendations nor do they ensure compliance with MoE requirements. Leaders have limited scope to make critical changes. Partnerships with parents and the wider community are not developed. The day-to-day management of the school remains acceptable.

Students' achievement

Attainment and progress are strongest in the high school, in English, mathematics and science. Student achievement is not as strong elsewhere, particularly in Islamic education and Arabic as an additional language. Standards of achievement in some subjects, in the middle and high school phases are declining. Students' achievement in the high school phase continues to be very good in mathematics. Students' learning skills are underdeveloped from the Kindergarten to the middle phase.

Students' personal and social development, and their innovation skills

Several aspects of students' personal and social development have improved in the middle school phase, since the previous inspection. These include student attitudes, behaviour, and their level of social responsibility. Overall, students' personal and social attributes are better in the middle and high phases than they are in the Kindergarten or primary phase. Students in the high school show increasingly mature attitudes to their learning and towards others.

Teaching and assessment

The quality of teaching is mainly acceptable. Assessment in the Kindergarten and the primary phases is declining. In the better lessons, teachers' questioning and their use of assessment information in planning tasks are more effective. Assessment of skills is not carried out as effectively as is the assessment of knowledge and understanding.

Curriculum

There has been no change to the quality of the design or adaptation of the curriculum. As with other key indicators, the curriculum is better in the middle and high school phases than in the younger phases. Adaptation of the curriculum to meet the learning needs of different groups of students is limited, as it is against SABIS principles to do this.

The protection, care, guidance and support of students

Shortcomings in the school's arrangements for training staff in child protection have been addressed. However, the quality of care and support across all phases declines to weak. Identification of students with special educational needs/disabilities (SEND) and support for those needs are significantly underdeveloped.

What the school does best

- Students in the high school phase make strong progress in English, mathematics and science, and acquire good or better subject-specific knowledge and general learning skills.
- Through the student life organisation, students, particularly those at the middle and high school phases, help others and make significant contributions to the school community.
- Students show remarkable perseverance in their work.







Key recommendations

- Ensure that the school is fully inclusive and staff accurately identify students with SEND using recognised categories of need, and meet the needs of those students using appropriate education planning, intervention and support strategies.
- Urgently improve systems of self-evaluation to provide a realistic view of school performance in relation to the UAE framework requirements, and use this information to create a clear, detailed and measurable plan for improving the quality of education provided by the school.
- Improve attainment and progress in Islamic education and Arabic as an additional language by raising teachers' expectations and setting work at the correct level of challenge.
- Improve the curriculum to meet the needs of all students by:
 - providing purposeful, activity-based experiences in Kindergarten, and planned opportunities for children in the Kindergarten to develop understanding and skills in science
 - ensuring that the school is fully compliant with all of the Ministry of Education requirements for teaching Islamic education for non-Arab Muslim students and Arabic as an additional language
- Ensure the quality of teaching is consistently good or better across all phases of the school to enable all groups of students to make at least good progress by:
 - implementing a baseline assessment system for children entering Kindergarten
 - using assessment information to adjust teaching strategies in lessons to take full account of students' prior knowledge, skills and understanding
 - routinely providing activities that engage and motivate students to think critically and deepen their understanding
 - providing enough time and opportunity for students to work either independently or collaboratively on a range of challenging tasks.
- Introduce systems to consider the views of parents and provide them with opportunities to be full partners in the education of their children.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	High
 Islamic education	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
 Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an additional language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good ↓
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable ↓	Very good
	Progress	Acceptable	Acceptable	Acceptable ↓	Very good
 Science	Attainment	Acceptable	Acceptable	Good	Good ↓
	Progress	Acceptable	Acceptable	Good	Good ↓

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Good ↑	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Weak	Acceptable	Acceptable	Good
Social responsibility and innovation skills	Weak	Acceptable	Good ↑	Good

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Weak ↓	Weak ↓	Acceptable	Good

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good
Curriculum adaptation	Weak	Weak	Weak	Weak

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Weak ↓	Weak ↓	Weak ↓	Weak ↓

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
Parents and the community	Weak
Governance	Very weak
Management, staffing, facilities and resources	Acceptable

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it

is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school does not fully meet the registration requirements for the National Agenda Parameter
- Attainment based on the National Agenda Parameter benchmarks could not be sufficiently evidenced during the inspection to make a judgement.
- Although school leaders are committed to promoting high achievement in TIMSS and PISA, there is no strategic plan to support differentiation to meet the learning needs of different groups of students.
- Staff analyse results from internal tests to identify students with low attainment and provide repeat classes. Detailed analyses of the results of cognitive ability (CAT4) and MAP tests have not been completed.
- Self-study courses are provided to raise attainment in high school. Minor modifications are made to the curriculum following TIMSS and PISA tests.
- Teachers make few adjustments to their teaching to take into account the needs of different groups of students. There is little in-depth questioning to promote thinking and stimulate skills development.
- Students are aware of their examination results and the targets they are aiming for. There are few opportunities for independent learning, critical thinking and extended research.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai. The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum

and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

- i) Governance and Leadership.
- ii) Learning and Intervention.
- iii) Personalisation

- The school does not recognise the need to focus specifically on raising the achievement of Emirati students. Leaders rely on their adherence to the school's rigid system of teaching to a common curriculum to promote the achievement of all, particularly in the lower phases. Parents feel that the school monitors learning well and keeps them informed of successes.
- The school does not use the data available to advance the progress of Emirati students. Remedial lessons tend to use similar teaching methodologies to those that resulted in poor attainment in the first instance. Emirati students are over-represented in many of these lessons suggesting that initial teaching was not effective in fully meeting their learning needs.
- The school does not use CAT4 data on students' potential either to identify under-achievement or to adapt teaching methods to meet the needs of Emiratis. Some teachers do not know who the Emiratis in their class are. The common curriculum is, by policy, not adapted and undifferentiated. Repeated and additional classes usually replicate points that have been poorly learned, using the same teaching methods.

The school's provision for raising the achievement of Emirati students is below expectations.

Moral Education

- The moral education programme is taught as a discrete subject in Grades 1 to 9 using the prescribed textbooks for each grade.
- Teachers try to make the lessons engaging. They ensure that students can access the curriculum by reinforcing their understanding of key vocabulary such as tolerance, fairness and discrimination.
- Students show interest in the topics and the majority engage in discussions around individual rights and fairness. A minority are reluctant to express their views.
- Assessment of the impact of moral education on students' understanding and how they feel, think and act is not in place.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- UAE social studies is taught as a discrete subject in Grades 1 to 9. The curriculum provides well for progression in factual knowledge. It is less successful in providing for the development of skills.
- Teachers provide relevant activities to ensure that students acquire the prescribed knowledge. There are missed opportunities to facilitate discussion to deepen students' understanding and develop higher-order thinking skills.
- Students are interested in the topics and keen to answer questions. However, a minority lack confidence when expressing their views in discussions.
- Assessment is narrowly focused on students' retention of factual information. It is insufficiently focused on the development of students' skills and understanding.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- There is no evidence of students developing the skills of innovation, except when discussing their environmental projects. Furthermore, although these projects embrace ideas new to the students, they are not wholly innovative in design.
- The Student Life Organisation offers students some activities which can enhance their creativity, entrepreneurship and higher-order thinking skills.
- Teaching mostly provides opportunities to extend knowledge and understanding. The focus on innovation skills is not strong.
- The curriculum design is highly focussed on content. It does little to promote students' skills in innovation, leadership or enterprise.
- School leaders are prevented from having any significant impact on innovating or improving educational provision. They are instead required to implement the SABIS system in its entirety, and without modification.

The school's promotion of a culture of innovation is under-developed.

Main inspection report


1. Students' achievements

		KG	Primary	Middle	High
Islamic education 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak

- Students make slow progress in lessons and from their starting points in most aspects of the subject. As a result, students' attainment remains weak. This is particularly the case among non-Arab students.
- Across all phases, students are primarily acquiring factual knowledge. The development of students' skills, and the application of their learning to their daily life remain under-developed. Some connections are made by students between subjects. Students in high school can discuss sharia rulings; however, their arguments lack depth.
- Students across the school are improving their recitation skills as a result of dedicated Qur'an recitation periods. Students memorise and recite age-appropriate chapters of the Qur'an. High school students can apply the rules of tajweed correctly.

For development

- Improve students' progress in all areas by ensuring students work independently and apply their knowledge to daily-life.

		KG	Primary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students' attainment and progress remain acceptable across all phases. Students in all phases have strong listening skills. Generally, students respond in short sentences. Students in higher grades revert to using dialect words when attempting to elaborate.
- A key strength throughout the school is students' ability to read, out loud, Arabic texts and with little hesitation. Their ability to use effective reading strategies to understand written texts is inconsistent. Students' free writing lacks depth and purpose. There is no evidence of creativity or research skills in the writing of high school students.
- Students' knowledge of basic grammatical concepts and understanding of spelling conventions have improved. However, their ability to use the newly acquired grammatical concepts in their writing and speaking is inconsistent.

For development


- Improve students' writing skills, to include basic research skills and more complex structures.
- Improve students' extended speaking skills using standard Arabic.

		KG	Primary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak

- Students' attainment and progress remain weak across all phases. Their language skills do not develop rapidly enough to reflect their years of study. Students' literacy skills are best seen when decoding single words. The majority are unable to understand or ask simple personal questions.
- Students have limited reading, writing, speaking and listening skills. There is no evidence to show students' work on any of the four language skills. Recent tests from all phases show they are working at the level of breaking down single words into component letters.
- The school has not met the statutory requirement for teaching Arabic as an additional language. As a result, students are not making progress in lessons and over time.

For development


- Improve all language skills in Arabic as an additional language; including reading, writing, listening and speaking.

English 		KG	Primary	Middle	High
	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good ↓

- Children make steady progress in speaking and reading from Kindergarten onwards. Students' comprehension skills are generally secure. Their writing skills are less well developed. High school students typically achieve well, as is evident in the above average results in external examinations.
- A strong focus on grammar, and writing words and sentences, rather than on writing in a range of styles for different purposes, constrains students' progress in writing. Students in the high school make more rapid progress because the programmes of study are more demanding.
- Subject leaders have little influence on the quality of students' experience in English due to the centralised control of every aspect of teaching and learning. They have continued to check that teachers comply with these central requirements but have made no significant changes since the previous inspection.

For development

- Accelerate students' progress by improving teachers' skills in engaging students, through questioning, student discussions and the open-ended tasks that are included in the subject text books.


Mathematics 		KG	Primary	Middle	High
	Attainment	Acceptable	Acceptable	Acceptable ↓	Very good
	Progress	Acceptable	Acceptable	Acceptable ↓	Very good

- Attainment is strongest in the high school, where students' achievements are benchmarked against international standards. In the lower phases, students are given few opportunities to apply mathematical skills in a range of different contexts or to extend their mathematical vocabulary.
- Key mathematical concepts are covered in every phase, including algebraic functions and mental mathematics. However, lessons are very teacher-led. There are limited opportunities for students to engage in problem-solving and this inhibits students from developing the full range of mathematical skills.

Adaptations are made to the mathematical curriculum following the outstanding 2015 TIMSS and PISA results, and this has included an earlier introduction of probability. However, there is little evidence that this has helped students to make more rapid progress or acquire a deeper understanding of key mathematical concepts.

For development

- Use analysis of data, including from CAT4, to adjust teaching so that it is differentiated and students are appropriately challenged and their needs are met.
- Develop core mathematical skills in all lessons and enable students to collaborate and apply their thinking in real life contexts.

		KG	Primary	Middle	High
 Science	Attainment	Acceptable	Acceptable	Good	Good ↓
	Progress	Acceptable	Acceptable	Good	Good ↓

- Achievement is stronger for older students because guidance related to internationally recognised external examinations supports students' progress in acquiring knowledge and developing key scientific skills.
- Progress is acceptable in the primary phase because students do not use their mathematical and writing skills well enough to add precision and detail to their scientific work. These opportunities increase as students move up into middle school and are strongest in high school.
- Students have some opportunities to carry out practical work. In primary and middle phases this is usually illustrative rather than investigative. There are few opportunities for students to record their own observations and conclusions.

For development

- Provide more opportunities for students to practise oral and written skills so that they can build their own descriptions and explanations related to their learning.

	KG	Primary	Middle	High
Learning Skills	Acceptable	Acceptable	Acceptable	Good

- In the Kindergarten, children can work without distraction on simple tasks and talk about their learning. Older students pay attention, even when they find lessons uninteresting. They rarely collaborate or exchange ideas. Students in the high school often work independently using enquiry and research skills. This is not so commonly witnessed further down the school.
- Whilst students have positive attitudes they seldom take responsibility for their own learning, as there is little room for this within the tightly-defined structure of lessons. They willingly respond to questions which test what they have learned, but their ideas about how to improve their learning are exclusively about passing the next test.
- School leaders have made no attempt to provide opportunities for students to work independently and collaboratively. This is because the central guidelines say that collaborative group work 'has no place in the SABIS system.'

For development

- Provide students with opportunities to improve their learning skills by exploring ways in which this could be achieved within and outside formal lessons.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Good ↑	Very good

- Students in the middle and high school phases demonstrate strong personal development. Students in high school show self-discipline, self-reliance, responsible attitudes and have very good relationships with peers and adults. Students in the Kindergarten and primary phase generally follow school rules.
- Across the school, students willingly take part in various physical activities. While most students are aware of importance of healthy eating, younger students do not always make healthy choices. Attendance is very good. Punctuality at the start of the day and between lessons is not satisfactory.
- In middle school, students' behaviour and attitudes have improved. The learning mentors are actively supporting young learners, less able students and those who have newly arrived.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Weak	Acceptable	Acceptable	Good

- High school students demonstrate respect for Islamic values. This is less evident across other phases. While most students demonstrate that they are respectful of other cultures, their knowledge and awareness of the rich cultural diversity in Dubai is limited.
- More so than in the Kindergarten and primary school, students in middle and high school demonstrate a secure understanding of Emirati culture and heritage and the role the leaders play in the success of the modern UAE.
- Kindergarten children and students in the primary phases are starting to acquire a knowledge of their own culture, and UAE culture and heritage through the new My Identity programme. This programme is at early stages of implementation.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Weak	Acceptable	Good ↑	Good

- Most students have a clear understanding of their responsibilities as members of a school community. Some assume leadership roles in their classes. This feature is stronger in the upper phases. In Kindergarten, children's awareness of their social responsibility is developing.
- Most students show a positive work ethic. Many of them have the potential to be independent and self-reliant, revealing good communication and leadership skills. Several students, mainly in middle and high school phases, are involved in projects.
- Students care for their school and are involved in activities to improve their environmental awareness. Recycling projects and an anti-littering campaign are developing in the middle and high school phases.

For development

- Provide more opportunities for Kindergarten children and primary students to increase their environmental awareness, innovation and entrepreneurial skills.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- Teaching is stronger in the high school phase because teachers use the guidance they receive about lesson planning more flexibly. Consequently, the needs of students with different starting points, skills and abilities are better met.
- Almost all teachers provide challenge and support simply through providing *repeated* opportunities for students to improve their assessment outcomes rather than by identifying and addressing specific barriers to learning.
- Teachers across the school use technology to ensure coverage of key content and to check learning through short, regular assessments. Most teachers focus more on completing these assessments than on providing students with enough time and support to develop their understanding of important ideas and to practise key skills before they are assessed.

	KG	Primary	Middle	High
Assessment	Weak ↓	Weak ↓	Acceptable	Good

- Assessment processes are strongest in the high school, as students know what is needed to achieve targets set for them. There are no baseline assessments in KG to enable teachers to measure progress. In the primary phase, students do not receive detailed feedback about how well they are progressing in their learning.
- The school adopts a frequent testing regime to identify which concepts require repeat teaching. However, information from the test results themselves are neither used to adjust teaching nor to match a future provision to meet the needs of all students.
- The school generally remains examination-focused, summatively identifying the level students have achieved rather than formatively addressing their learning needs. There is no system for measuring progress accurately.

For development

- Use the analyses from internal and external assessment data to adapt teaching and provide clearly differentiated work which is directly matched to the learning needs of different groups of students.
- Implement a baseline assessment system in Kindergarten to measure the progress children make across all areas of learning.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good

- The curriculum in the Kindergarten gives limited attention to the developmental needs of young learners. In the middle and high school phases, teachers are more skilled in planning opportunities to promote students' thinking.
- Curriculum plans focus on students acquiring knowledge. Strategies to enable students to deepen their understanding and acquire specific skills are insufficient, particularly in the Kindergarten and primary phase. There are too few opportunities for students to think critically and independently.
- The school has not acted on the repeated recommendations in the inspection reports published in the last four years, regarding statutory compliance in Islamic education and Arabic. The 'My Identity' programme in Kindergarten is beginning to have an impact on children's understanding of UAE culture and heritage, but science is not included in the Kindergarten curriculum.

For development

- Meet statutory requirements regarding Islamic education and Arabic, and provide more opportunities for students to deepen their understanding and to improve their learning skills

	KG	Primary	Middle	High
Curriculum adaptation	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- The curriculum is not modified to match students' needs, abilities or interests. The curriculum imposes a standardised approach, regardless of students' learning profiles and interests. The learning potential of the students is not taken in consideration.
- The curriculum lacks imagination and flexibility. There are few opportunities for students to develop skills of enterprise, innovation or creativity. The Student Life Organization plays an important role offering some opportunity for widening students' perspectives.
- There are limited opportunities for students to develop their understanding of the UAE's culture and society, especially in lower phases.
- Arab children have one lesson of Arabic, every day in Kindergarten.

For development

- Overhaul the curriculum with the focus on planning to meet students' differing learning profiles, preferences and needs.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- School leaders have recently ensured staff receive training on understand the risks associated with child protection and safeguarding. Although, leaders do not rigorously check that the training they provide has been well understood and that it is underpinned by up-to-date knowledge, clear policy communication and robust recording procedures.
- Older students help drive the work of the school on anti-bullying. There is no planned curriculum that teaches students more widely about the risks associated with modern living and how to keep themselves safe from these risks, such as those from social media.
- Maintenance and development of the school premises and facilities are well-managed. School equipment is checked regularly. Chemical storage and management of medicines meets requirements. This aspect of health and safety helps create a positive learning environment across the school.

	KG Weak ↓	Primary Weak ↓	Middle Weak ↓	High Weak ↓
Care and support				
<ul style="list-style-type: none"> Relationships between staff and students are courteous. Supervision is mostly sufficient although less effective between lessons and when students await the arrival of staff, particularly in the primary phase. Attendance is well managed, although a minority of students arrive late for school and lessons. School policies prohibit the admission of students who have SEND, medical or physical needs. Students admitted who have additional needs remain unidentified and undiagnosed. Lessons dictate a common pace of learning, so gifted or talented students are discouraged from making exceptional progress. Systems for monitoring students' well-being lack sophistication and rigour. Careers guidance helps students to choose university placements and the students use their recorded personal contributions to school life to help with applications for higher education or employment. 				
For development				
<ul style="list-style-type: none"> Improve the arrangements for child protection. Develop teaching to promote and encourage very able students to widen and deepen their learning in lessons. 				

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Very weak ↓
<ul style="list-style-type: none"> The school does not allow the admission of students who have SEND or additional medical needs. There is no planned development for inclusion, and no leaders in school or in governance to develop a more inclusive approach. Students with SEND who have been unwittingly admitted remain unidentified and undiagnosed because there is no motivation, mechanism or policy to do so. The data available on students' ability are not used to identify specific needs. Parents of students with special educational needs are not partners of the school. The school denies the very existence of some categories of special need, including dyslexia. The curriculum is therefore not modified for students who have SEND. The school uses additional lessons to address failure and insists that further study will always address the needs of students who fall behind the rest in class. These lessons mainly use the same teaching methods as before, but with smaller groups. Teachers sometimes are able to support students informally but lack detailed information or skills in meeting additional needs. Students who have additional needs and who require high quality personalised approaches do not make sufficient progress. The unacceptably rigid SABIS approach requires all students to learn in the same way and at the same pace, so students who may need modifications do not do well in the regular testing regime. 	
For development	
<ul style="list-style-type: none"> Identify and diagnose students who have specific difficulties using the available data and screening tests, and train teachers in techniques to overcome such barriers to learning. 	

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
Parents and the community	Weak
Governance	Very weak
Management, staffing, facilities and resources	Acceptable

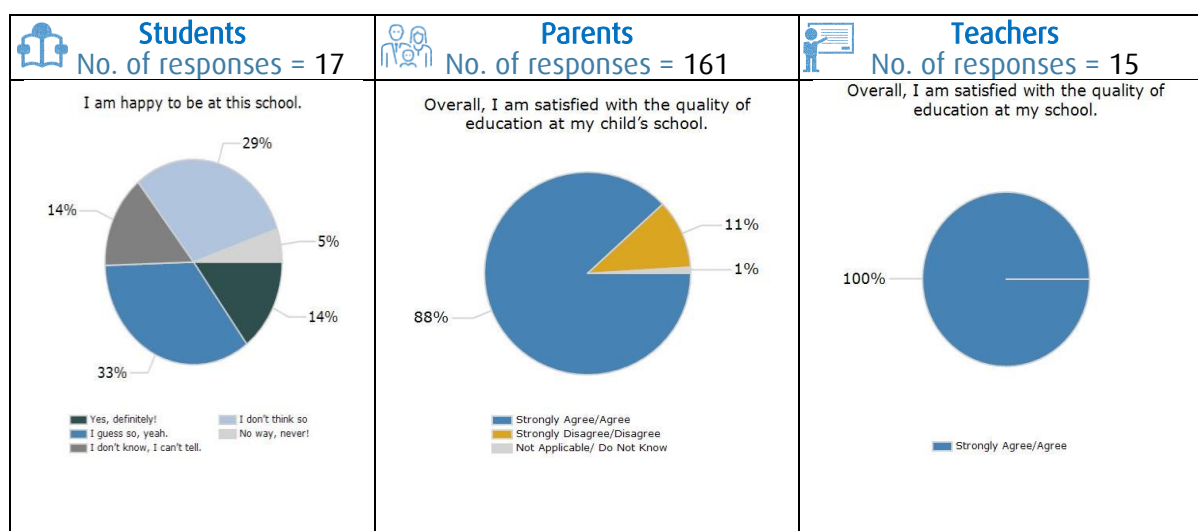
- The owners decide on almost all aspects of the school's work. Various policies are out of line with UAE priorities, including effective provision for students with SEND. Few leaders show knowledge of best practice in teaching, learning or assessment. Relationships are professional. Leaders are effective in implementing the SABIS system but not in evaluating its effectiveness or modifying it. Standards in the school continue to fall.
- Leaders have a seriously flawed view of the school's performance standards. There is no effective plan for improving the school, partly because leaders think that almost all aspects are of outstanding quality. Lesson observations check compliance with the SABIS system, which does not always promote effective teaching or learning. The school has not addressed any of the recommendations from the last three inspection reports.
- Parents support the learning of their children at school and at home. The school delivers information to parents about their children's academic and social achievements. However, the school does not have a formal system in place such as surveys or parent association to gather parents' views on school improvement plans, and there are no parent-teacher conferences at the end of each term. Reports include grades but no comments on next steps.
- The governing body does not formally or systematically seek and act upon the views of parents. The governing body thinks that almost all aspects of the school's work are outstanding. Its exercise of accountability is, consequently, of limited scope or value. Governors have failed to address inspection recommendations including those regarding ensuring compliance with MoE requirements for Islamic education and Arabic as an additional language.
- Most day-to-day procedures are adequately organised. Arrival and departure are well supervised, although punctuality is a problem in the morning. The school is staffed to an acceptable level, although most of the teachers do not have a teaching qualification. Some important aspects are not given sufficient attention in training. Buildings are of good quality. The school is stocked with SABIS textbooks in electronic and paper form. IT is not used widely for research.




For development

- Carry out a realistic, evidence-based process of self-evaluation and plan and implement improvements.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<p>About one third of the students who responded to the survey do not feel happy being at the school. They do not see the school as a friendly and welcoming place, nor do they feel that their views are taken into account or that the things they do at their school make a difference. A similar percentage also do not consider that their teachers know their strengths and weaknesses. Inspection evidence supports this view.</p>
 Parents	<p>One third of parents who responded are not happy with the development of research skills and independent learning. They also do not feel that teachers know their children's strengths and weakness. A large minority of those who responded do not feel the school is placing high value on the well-being of their children or helping them cope with emotional and social stress. More than half do not feel that the school is helping to promote literacy and love of reading in Arabic. One third do not see school leaders and staff as approachable. The inspection confirmed most of these views, although the parent group who were interviewed were very positive about the school.</p>
 Teachers	<p>All responses from teachers have a positive view of the school. Teachers are happy to be working at this school. They believe that relationships at the school are cordial and respectful.</p>

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae